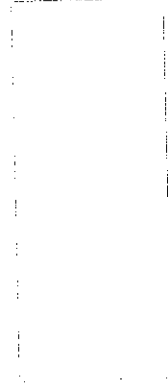


Elliott School

# Standard English Curriculum



Developed by  
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## Introduction

(This is a brief summary of some of the points discussed during the workshops on Language Transference in 1993, with some other comments on the course)

- **Language Transference**  
When you learn a second language there is a tendency to transfer features of your first language to the second language. This is called 'Language Transference' or 'Language Interference'.
- **Language Varieties**  
Within a language community with a single main language, such as Australia with English, there are often varieties of that main language. This means that particular groups within the larger community speak versions of the main language that have small differences in grammar and sounds and word meanings. People who speak different varieties of a language can easily understand each other. Language varieties strongly identify people as coming from a particular sub-group of a large community, which might be defined by a particular part of the country, as a particular ethnic group, or a particular social class, for example. Aboriginal English is a variety of English. Standard English, which is spoken in formal and institutional settings, is another variety of English. By definition, Standard English tends to have the highest social status of all varieties of English spoken in Australia.
- **Aboriginal English**  
The distinctive characteristic of Aboriginal English is that it has features of Aboriginal languages: sounds, grammar, word meanings, patterns of conversation, etc. These features have come to be in Aboriginal English through language transference when Aboriginal people learned English as a second language some generations ago. As generations of Aboriginal children have learned English as babies, these features have naturally been passed on in their speech.
- **Oral Course**  
This is essentially an oral course: this means that the most important thing is that every child gets to hear, and particularly to say, Standard English sentences and sounds over and over. We are not trying to teach ideas here, as much as building up complete familiarity with Standard English ways of saying things.

- Teachers' Notes  
These notes are for teachers' understanding and are not necessarily intended as full class-room explanations. Contact the Barkly linguist or another teacher if you need advice.
- In any given unit, concentrate on a single point at a time to avoid confusing the kids.
- See yourself as teaching a new variety of English rather than as 'correcting' the Aboriginal English way of saying something. So don't use terms like 'improving your English' or 'speaking properly'. Just teach the Standard English way alongside the Aboriginal English way, pointing out clearly that they are different, and are useful in different places. This is quite a subtle and difficult task so don't get discouraged if it seems slow!
- For each of the Standard English sounds and parts of grammar you are teaching, try to have some idea what the Aboriginal English way of saying it is. See the chart at the beginning of the section on sounds to see how Standard English sounds are likely to be pronounced and heard. For the grammar it will not always be possible, so don't worry if you can't. You will probably find though that you have a lot of knowledge of Aboriginal English anyway.

eg.	<u>Aboriginal English</u>	<u>Standard English</u>
	"I not girl!"	"I'm not a girl!"
	"I bin go la shop"	"I went to the shop"
	"Don't kill-im im!"	"Don't hit her/him."

- The units in this course have no fixed time frame in which they are supposed to be finished. Take as long as you think the class needs, balancing the need to move through the work and keep the kids' interest up with the need to cover a unit thoroughly. Different classes are likely to progress at different speeds.

# Sounds

This section on sounds is in two parts.

- The first part is a chart that shows how the sounds of Standard English are likely to be heard and pronounced by speakers of Aboriginal English.
- The second part is lists of words for practicing hearing and speaking different sounds.

## Aboriginal English Sounds Compared to Standard English Sounds

Standard English	<i>will be heard and pronounced as</i>	Aboriginal English
------------------	--	--------------------

p  
b  
f  
v

b

t  
d

d

t h  
s  
z  
s h  
c h  
j

j

k  
g

g

## Lists of Words for Sound Drills

- These lists come in pairs and occasionally in groups of four or five columns. Each pair or group has a heading like 'b/p' or 'b/p/v/f'. The heading shows which sounds are being contrasted. The sets of words formed by moving *across* the pair or group of columns differ only by the sounds that are being contrasted. So, for instance, the word pairs 'bit/pit' show the contrast between the sounds 'b' and 'p', and the set 'ban/pan/ van/fan' illustrate the contrasts between the sounds 'b', 'p', 'v' and 'f'.
- Work through the sounds in the pairs first, like 'p/b/' till you come to the group of sounds, like 'b/p/v/f', then work on the words in this set. Some sounds are only practised in pairs.
- There is a line through some of the pairs or sets of columns. This just divides the words that *start* with the sounds being practised from the words that *end* in those sounds.
- One of the teaching strategies discussed in the Standard English teaching workshop in late 1993 was the 'phonic puppets', such as 'Susie Seasnake' representing the sound 's'. See the handouts from that workshop for more details on this.

b/p	
bit	pit
bat	pat
bin	pin
bet	pet
big	pig
cab	cap
slob	slop
mob	mop

g/k	
got	cot
gap	cap
Garry	carry
bag	back
dug	duck

t/d	
ten	den
tip	dip
togs	dogs
tie	die
right	ride
tight	tied
late	laid
feet	feed

b/v	
best	vest
bail	veil
bent	vent
bolt	volt
bat	vat

p/f	
pit	fit
pat	fat
pair	fair
pour	four
pill	fill
peel	feel
pool	fool
wipe	wife

f/v	
fan	van
feel	veal
fine	vine
fail	veil
file	vile
leaf	leave
thief	thieve
laugh	love

b/p/v/f

ban	pan	van	fan
bat	pat	vat	fat
bale	pale	vale	fail
bail	pail	veil	fail
bile	pile	vile	file
bore	pour	vine	four
	pine		fine
bear	pair		fair
	leap	leave	leaf
	heap	heave	

<u>s/sh</u>	<u>sh/ch</u>	<u>th/s</u>	<u>s/z</u>
seat sheet	ship chip	thick	sick
zip			sip
sore sure	shop chop	thing	sing
sap zap			
sort short	share chair	think	
sink	<u>sue</u> <u>zoo</u>		
sigh shy	dish ditch	thought	sort
<u>sell</u> <u>shell</u>	bash batch	<u>thumb</u> <u>some</u>	bus buzz
puss push		mouth	mouse
mass mash		path	pass
fist fished		Perth	purse
		worth	worse
		eighth	eights

<u>sh/j</u>	<u>th/j</u>	<u>ch/j</u>
Shane	Jane	thump
		jump
sham	Jane	
		jam
gin		thin
shin	gin	gin
<u>jaw</u>	thaw	jaw
		chore

show	batch	Joe	thing	jingle
shot	jot	badge	though	Joe
shale	gaol	thong	John	ridge
bash	badge	bath	budge	
mash	Madge			

i/ch/sh/s/th

Jane	chain	Shane	sane	
gin	chin	shin	sin	thin
jaw	chore	shore		sore
thaw	cheat	sheet		seat
Joe		show	so	
John		shone		thong
	chip	ship	sip	
	church	search		
Madge	match	mash	mass	
badge	batch	bash		
ridge		rich		
budge			bus	
age	H		ace	
surge		search		
	perch		purse	
Perth	ditch	dish		
nudging			nothing	
barge			bath	

-h  
it hit  
at hat  
eye high  
m hem  
n hen

v/w  
vine wine  
veal wheel  
vent went  
veil whale  
vest west

th/t  
thin tin  
thick tick  
pith pit  
tenth tent  
path part

z/d  
zed dead  
zoo do  
zip dip  
buzz bud

th/d  
those doze  
though dough  
southern sudden  
breathe breed



size side  
breeze breed

t/ts  
it its  
mat mats  
hit hits  
part parts

ts/tch  
eats each  
beats beach  
cats catch  
its itch

## **OVERVIEW OF 35 STANDARD ENGLISH UNITS** **ELLIOTT SCHOOL 1994**

(ADAPTED FROM VAN LEER PROJECT, QLD DEPT. EDUCATION, BY HUGH BELFRAGE)

UNIT:	1	2	3	4	5
	"I'm/ I am.."	Use of 'the', 'a'	Plural 's' and other plural forms	Use of 'she', 'he' and 'it'	REVISION
UNIT:	6	7	8	9	10
	"He's / He is.." "The X is.." "I/she/he can't"	Common forms of words in the Past Tense	Use of 'for'	Some irregular words in the Past Tense	REVISION
UNIT:	11	12	13	14	15
	Phrases starting with 'to'	She is / She's (Feminine Gender)	it is / it's here is / here's there is / there's	That is / That's This is	REVISION

*Standard English Curriculum, Elliott School, 1994: Grammar Topics.*

UNIT:	16	17	18	19	20
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'an' and 'some'	She / her (Feminine Gender)	"I'm going to V" "X are going to V"	You are / you're We are / we're They are / They're (Noun) are..	REVISION
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UNIT:	21	22	23	24	25
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Questions starting with 'is' and 'are'	Phrases starting with "at"	"me", "her", "him", "us", "them" (Object Pronouns)	Phrases starting with 'in', 'on', 'under'	REVISION
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UNIT:	26	27	28	29	30
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's' showing possession	Possessive pronouns: my, your, his, her	Use of the word "have"	Some irregular forms of words in the Past Tense	REVISION
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UNIT:	31	32	33	34	35
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Use of "not"	'Can you..'	Use of "don't"	Some irregular forms of words in the Past Tense.	REVISION
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## Standard English Grammar Lessons

- There is a strong emphasis in this course on the use of the word 'be' and some of its different forms, such as 'is', 'are' and 'am' (as in 'she is', 'you are', 'I am'). This is emphasised because it is a very important word in English and because there is not generally a word quite like it in Aboriginal languages, so it is used differently in Aboriginal English to the way it is used in Standard English.
- There is also strong emphasis in this course on the use of words like 'I', 'you', 'we', 'us', 'her', 'his' etc. These words and others like them are called *pronouns*. They are also an important set of words: we use them all the time to talk about people and things.

eg. 'I told *her* about *it* yesterday'  
'*He* said *they* would tell *us* tomorrow'

The sets of pronouns in Aboriginal languages, and therefore in Aboriginal English, are *very different* from the pronouns in Standard English because they make far more distinctions than Standard English. To give one example there are commonly four words in Aboriginal languages that can only be translated by the single word 'we' in Standard English: these can be roughly indicated as 'me-and-you', 'me-and-another-person-who-is-not-you', 'me-and-you-and-some-others' and 'me-and-some-others-but-not-you'. You will probably be familiar with some of the Aboriginal English versions of some of these pronouns:

eg.	Aboriginal English	Standard English
I	I	I
you	you	you ( <i>you alone</i> )
yunmi	( <i>from 'you and me'</i> )	we (= <i>you and me</i> )
midubala	( <i>from 'me two fella'</i> )	we (= <i>we two-not you</i> )
dubala	( <i>from 'two fella'</i> )	they ( <i>those two</i> )
bigmab	( <i>from 'big mob'</i> )	they ( <i>more than two</i> )

This simply illustrates how features of Aboriginal English can be understood as features that have been transferred from Aboriginal languages as part of the formation of Aboriginal English.

- After every four units in this course there is a Revision Unit.

## Unit 1

### I'm.. / I am..

- Aboriginal languages don't usually have the little verbs (action words) like 'am'. In Mudburra, for example, a direct translation of *Bana karrinya* ('I'm cold') would be something like 'I cold' and *Karrinya* ('He's cold') is simply 'Cold'. Sometimes this pattern comes out in Aboriginal English.

eg.	Aboriginal English	Standard English
	'I big'	'I'm big'
	'I finished'	'I am finished'

- When two words, like 'I am' or 'do not' get shortened into one word, like 'I'm' or 'don't', this is called an *abbreviation*. Abbreviations are found in most languages and are quite normal in everyday speech. They are common in Standard English speech, and lots of writing, like novels and letters, though not in formal writing like essays and reports. As this is a course about *spoken* language abbreviations are taught.

- There are three common ways of using the 'I am/I'm' construction:

- I am + NOUN (a thing)  
eg. I am a girl/boy/etc
- I am + VERB (an action)  
eg. I'm thinking/running/etc
- I'm + ADJECTIVE  
eg. I am clever/cold/fast/etc  
(a describing word)

- The 'I am' construction forms the basis later for lots of other constructions with the same pattern, like

You are	/	You're	eg. You are a girl/boy/etc
They are	/	They're	eg. They're running/etc
We are	/	We're	eg. We're clever/cold/etc
He was			eg. He was thinking/etc
etc.			

## Unit 2

### Use of 'the' and 'a'

- In Standard English we have to use 'a' and 'the' when we are talking about most objects.  
eg. 'I caught *the bus* to school'  
'I bought *a pie* at playtime'
- In lots of languages, including Aboriginal languages, these little words aren't there and this feature can carry over into Aboriginal English, as in these Mudburra examples.

eg. *Bana lurrbu*    *yanana*    *marru-ngka*  
I    return    went    house-to  
'I went back to the house'

*Yalulu*    *banarna*    *warlaku*  
that    hit    dog  
'That woman hit the/a dog'

I bin catch bus la Tennant Creek  
I caught the/a bus to Tennant Creek

- In order to keep this unit simple, don't introduce 'an' (as in 'an apple') and 'some' (as in 'some water'). They are taught in Unit 16. Don't worry if the kids introduce them - accept their contributions and move back to phrases with 'a' and 'the'.

## Unit 3

### Plural 's' And Other Plural Forms

- In Standard English we have to indicate whether we are talking about one thing (singular) or more than one (plural) as part of the grammar.

eg. 'I saw the *lake*'    = one lake  
'I saw the *lakes*'    = more than one lake

- In most Aboriginal languages as part of the grammar you don't have to indicate whether you're talking about one thing, or more than one thing, like in this Mudburra sentence:

eg.    *Yalulu*    *banarna*    *warlaku*  
          that       hit       dog/dogs  
          'That (woman) hit the dog/dogs'

- The influence of Aboriginal languages is often seen in Aboriginal English on this point. In Aboriginal English often one form of a word (eg. 'kangaroo') is used to mean both singular and plural.

eg.    *We bin find big mob kangaroo*  
          'We found a lot of kangaroos'

- The most common way to make a word plural in Standard English is to add 's' at the end. Because it is the most common form it is called *regular* and it is taught in the first part of this lesson:

eg.    one horse    ->    two horses  
          one car       ->    many cars  
          one guitar   ->    some guitars

Make sure this part has been well understood before you move onto the words that don't take 's' in their plural form.

- Some words don't take an 's' in their plural form. Because they don't copy the common or regular pattern of adding 's' they are called 'irregular'. Use the words written in the lists below in your lessons, as these are the most common, and add any others you can think of. There are some patterns in the behaviour of these words which will probably help the kids to remember them.

1. Add *-en*                    one child    ->    lots of children  
    one ox        ->    lots of oxen

2. No change in the word  
          one sheep    ->    lots of sheep  
          one fish       ->    lots of fish

3. Final 'f' becomes 'v', and 's' is added:  
          one leaf       ->    lots of leaves  
          one roof       ->    lots of rooves

4. 'ou' sound becomes 'i':

one mouse	->	lots of mice
one louse	->	lots of lice

5. Other:

one foot	->	lots of feet
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### *Unit 4* Use of 'She', 'He' and 'It'

- In Standard English we recognise three 'genders': female ('she'), male ('he') and neutral ('it'). This means that we must show, by our grammar, if what we are talking about is female, male or neither of these, which is called 'neuter'. In Standard English, gender only comes out in those little words called 'pronouns', like 'she', 'her', 'him', 'he', 'it' and so on, that we use to talk about people or things.
- Languages vary in how many genders they have and when you have to show them: Jingulu and Wambaya, like a number of Top End languages, have four genders that must be shown all the time, German has three and French has two. Mudburra, like many Aboriginal languages, has none: there is no 'she' or 'he', only 'it'.
- Because of this influence from Aboriginal languages there is some confusion in Aboriginal English about gender.

eg. 'He' is often used to mean 'She' and 'he'  
'Him' is often used to mean 'Her' and 'Him'  
Some kids call all teachers 'Miss'.

### *Unit 5* Revision



### Unit 6

#### He's/ He is, The X is, I/she/he can't

- Perhaps in teaching this unit, contrast 'X is doing something' with 'X can't do something'.  
eg. He's running' and 'The dog is running'  
cf. 'I can't run'
- This unit can also be used to give more practice in using 'She', 'He' and 'It' from Unit 4.

### Unit 7

#### Common Forms Of Words In The Past Tense: -ed Endings

- The 'Past Tense' means the forms of words we use when we want to talk about things that have *already* happened in the Past rather than things that *are* happening (Present Tense) or *will* happen (Future Tense). We use the Past Tense all the time when we are talking:  
eg. 'She *ran* from South Camp'  
'They *walked* to BP'  
'Margaret *spoke* to Florine'
- So the kids don't get confused, we will stick to the simplest form of the Past Tense, like in the sentences above. That means we will leave till later two kinds of sentences that are also in the Past Tense:  
1. 'Have/has' sentences: 'She has run from South Camp'  
2. 'Were/was' sentences: 'She was running from South Camp'
- Also so the kids don't get confused, just teach the Past Tense words that end in -ed. This is the most common form that words have in the simple Past Tense so it is called the 'regular' form.

eg. walk-ed jump-ed  
fix-ed help-ed  
paint-ed cook-ed

Other words that don't have don't have the common or 'regular' -ed are called 'irregular.'

eg. drank ate  
ran saw  
came went

Some of these will be taught in Unit 9, 29 and 34.

- In Aboriginal English the Past Tense is usually shown by the word 'bin' used with a Present Tense form of a word. 'Bin' comes from the English word 'been'.

eg. *I bin buy-im that meat this morning*  
'I bought that meat this morning'

*He bin walk home after school*  
'He walked home after school'

## Unit 8

### Use of 'for'

- 'For' is an important little word that has a number of slightly different functions:  
eg. 'I bought something for you' (= 'to give to')  
'Will you please finish it for him' (= 'instead of')  
'She looked for him' (= indirectly doing something to him)  
'Go to the shop for some bread' (= 'to get')
- Because of the way these meanings are expressed in Aboriginal languages 'for' is often used in non - Standard ways in Aboriginal English.  
eg. 

<u>Aboriginal English</u>	<u>Standard English</u>
'Who for that one?'	'Who's that for?'
'Lizzie for that drink'	'That drink's for Lizzie'

## Unit 9

### Some Irregular Words In The Past Tense

- In Unit 7 we looked at common or 'regular' *-ed* forms that many words have when they are used to talk about something in the past (Past Tense).

eg.	walk-ed	jump-ed
	fix-ed	help-ed
	paint-ed	cook-ed

This unit introduces the idea that words can have forms apart from the regular *-ed* form when they are used in the Past Tense. The words being taught in this unit are:

drank	slept
ate	woke

Forms that are different to the common or regular *-ed* form are called *irregular*. Four words are listed here to teach first. They are commonly used. Four more will be taught in Unit 29, and another four in Unit 34.

- Don't introduce the words with the word 'have' as this will come later, and involves some different word forms.

eg.	'I have drunk	the lemonade'	cf.	I drank	the lemonade
	'I have eaten	enough'		I ate	enough

Don't worry though if the kids introduce it - accept their contributions and come back to the simple Past forms that this unit is focussing on.

## Unit 10

### Revision

## Unit 11

### Phrases starting with 'to'

- The little word 'to' is used in a number of different ways in Standard English and there are also a number of forms: 'to', 'too' and 'two'.

eg. 'She wants *to* come over tomorrow'  
'We are going *to* Gurungu now'  
'My little girl is *two* years old'  
'The old man was just *too* tired *to* go any further'

This unit is for teaching the meaning 'towards', shown in the second of the four sentences above. The other meanings will be taught later.

ie. 'We are going to Gurungu now'

Aboriginal languages have quite a different way of expressing this meaning: one end of a word they put an ending that means *towards*. Have a look at this Mudburra sentence and look at the word for 'camp' that has been broken up with a dash or hyphen.

eg. *Bana yananginyi*      *ngurru - ngka*  
I go-FUTURE      camp- TO  
'I will go to the camp'

## Unit 12

### She is / She's (Feminine Gender)

- This unit reinforces use of the feminine gender pronoun, 'she', already seen in Unit 4. As we saw there, because of influence from Aboriginal languages there is some confusion in Aboriginal English about gender.

eg. 'He' is often used to mean 'She' and 'he'  
'Him' is often used to mean 'Her' and 'Him'  
Some kids call all teachers 'Miss'..

- The unit also reinforces the use of the important family of words 'be/am/is/are', already taught in Unit 6. It is simply important to give practice in speaking and hearing sentences using these words because they are so common and important in Standard English.

### Unit 13

#### It is / It's, Here is / Here's, There is / There's

- This unit gives practice in some other uses the family of words 'be/am/ is/are', in addition to what has already been taught in Units 6 and 12. It is simply important to give teaching and practice in constructions using these forms of the word 'be' because it is so common and important in Standard English, and sometimes not present in Aboriginal English.
- Bring out the fact that 'here' and 'there' are a pair: 'here' is used to refer to things that are close ('Here's my money') while 'there' is used to refer to things that are relatively further away ('There's my brother'). The kids will probably already understand this use as Aboriginal languages commonly have a bigger set of words than Standard English for 'here' and 'there'.
- 'It is', 'Here is' and 'There is' can all be shortened or abbreviated to 'It's', 'Here's' and 'There's'.
- There are two main ways of using these words. One is in sentences like:

'It is a dog'	'Here is the dog'	'There is the dog'
'It is under the table'	'Here it is under the table'	'There it is, under the table'
- 'It', 'here' and 'there' refer to *actual objects or places*. Teach this use first because it is more simple than the next one.
- The other use of the words 'it' and 'there' is in sentences like:

eg	'It is hot today'	'There's going to be a fight!'
	'It's too late'	'There are too many'
	'It doesn't matter'	'There's a hole in the boat'

'It' and 'there' *don't refer to actual objects or places* in these sentences but they are needed do that the sentences have a structure that meets the grammar rules of Standard English. Teach this use second as it is a bit more complex, though very common, and probably known to the kids.

### Unit 14

#### That is / That's, This is

- This unit looks at some more uses of the word 'is'.
- Contrast 'this' and 'that' (like 'here' and 'there') as meaning closer ('this car here') and further ('that car over there').

### Unit 15

#### Revision

### Unit 16

#### 'An' and 'some'

- 'An' and 'some' are similar to 'a' and 'the' in many ways, which we looked at in Unit 2.
- 'An' is simply the form of the word 'a' that is used when the word that follows it starts with a vowel sound, like 'a', 'e', 'i', 'o', 'u', 'ee' 'oo' etc.

eg	Following word starts	Following word
	with a <u>Vowel</u> sound	starts with a <u>Consonant</u> sound
	an eel	a peel
	an easy problem	a greasy hamburger
	an art work	a heart attack
	an apple	a happily sleeping baby

- 'Some' is used in two ways. Firstly it is used instead of 'a' for things that come in loose forms that can't be counted, like water or flour, or trouble.

eg.	'the water'	or	'some water'	but not	'a water'
	'the flour'		'some flour'		'a flour'
	'the trouble'		'some trouble'		'a trouble'

Secondly, 'some' is used when you're talking about more than one of something that you *can* count, but its not important in the conversation how many there are.

eg.	a/the dog	some dogs
	a/the drink	some drinks
	a/the kid	some kids

## Unit 17

### She / Her (Feminine Gender)

- This unit is reinforcing what has already been covered in Units 4, 6 and 12; indicating in speech when the person you are talking about is female.
- As it was explained in Unit 4, Aboriginal languages vary greatly in showing whether people being talked about are male or female. The features of being male or female are called 'gender' and sometimes include more than just the sex of something being talked about. In Jingulu and Wambaya, for instance, all words that are names of things belong to one of four genders: male, female, plant or 'neuter' (which means none of the first three). On the other hand, in Mudburra, you don't have to show any difference in gender at all.
- Aboriginal languages have an influence on Aboriginal English in this area, which shows itself in the common practice of using 'he' to mean 'she' and 'he', and 'him' to mean 'her' and 'him'.
- Just get the kids to practice using 'she' and 'her' at the right times.

## Unit 18

### 'Going to..'

- 'Going to' is a common way we talk about things that we or others intend to do in the future:

eg. 'I'm going to... play football on Saturday'  
buy a new house this year'  
'Sophie is going to give Mr Newman a new car for his birthday'

## Unit 19

### 'You are/You're, We are/We're, They are/They're'

- This unit offers more practice with some of the important group of little words 'be', 'is', 'am' and 'are'. However the main issue in this unit is the use of *pronouns*.
- It was explained briefly in the introduction to this course that in languages there are sets of words like 'I', 'you', 'she', 'her', 'it', 'them' and others. These words refer to people and things. They are called *pronouns*.
- In Standard English pronouns mainly group people according to *how many* there are (one, or more than one). In one case, with 'she', 'he' and 'it', they are also grouped by *gender* (female, male or neuter).

eg.	One	More Than One
	I	We
	You	You
	She/He/It	They

This is a very simple pronoun system compared to most Aboriginal languages. Aboriginal languages also group people according to *how many*, but as these Garrwa pronouns show, this usually includes words for one, two, and more than two people.



eg.	One	Two	More Than Two
	ngayu I	nungkala We-two-including-you nayi We-two-without-you	ngambala We-many-including-you nurru We-many-without-you
	ninji You-one	nimbala You-two	narri You-many
	nyulu She/He/It	bula They-two	yalu They-many

As you can see from this chart there is also a difference in the 'we' group of words depending on whether the person being spoken to is being included in the 'we' or not.

- Don't worry if you're not clear on all these details. There is one main point to take from this. *Aboriginal languages differ in how they group people when they talk about them using pronouns and this has been transferred into Aboriginal English*. This is why Aboriginal English has pronouns such as:

eg.	Aboriginal English	Standard English
	yunmi (from 'you and me')	we (you and me)
	midubala (from 'me two fellas')	we (we two-not you)
	yudubala (from 'you two fellas')	you (you two)
	dubala (from 'two fellas')	they (those two)
	bigmab (from 'big mob')	they (more than two)

- This unit focuses on some of the pronouns of Standard English: 'you', 'we', and 'they'. You can see now that these will need to be taught carefully as some of the ideas lying behind these pronouns in Standard English are quite different to the ideas behind these pronouns in Aboriginal English. Don't expect the kids to be aware of *how* the pronoun systems are different - they will just be used to using the Aboriginal English words. These are the main points to remember:

- \* in Aboriginal English there may be three words for 'you': *you alone*, *you two* and *you many*. In Standard English there is only one word for 'you': it doesn't distinguish how many people are being talked to.
- \* in Aboriginal English there may be four words for 'we' with the meanings: *me and you*, *me and someone else but not you*, *me and you and some others* and *me and some others but not you*. In Standard English there is only one

word for 'we' and it doesn't distinguish whether the person being spoken to is included or not nor how many other people are with the speaker.

\* In Aboriginal English there may be two words for 'they' with the meanings: *they two* and *they-many*. Standard English has only one word for 'they'.

- You don't have to explain all these details to the kids - just as much as you think they need to understand how to use the Standard English pronouns. The main thing is to give them lots of practice in hearing and using the Standard English pronouns.

## Unit 20

### Revision

## Unit 21

### Questions starting with 'Is' and 'Are'

- Forming questions is a very important function in languages. Different languages do it in different ways. Once again, be aware some of the question structures of Aboriginal languages are likely to have been transferred into Aboriginal English.
- A common way of forming questions in Standard English is to take one of that group of common little words based around the word 'be', that includes 'is/are/am' and put it at the front of the sentence.

eg.	Statement	Question
	'The turkey is ready'	'Is the turkey ready?'
	'Kelly is coming'	'Is Kelly coming?'
	'You are early'	'Are you early?'
	'There are enough pies today'	'Are there enough pies today?'

## Unit 22

### Phrases starting with 'at'

- 'At' is an important word that relates an *event* to a *location*. or a *time* .  

eg.	<u>Event</u>	<u>Location</u>
	'We had lunch	at BP'
	'There is a party tonight	at Miss Raymond's place'
	'The bus is coming	at 8.30'
- There are other words that do this too, like 'in' and 'on' and 'under'. These little words are called *prepositions* . Some more prepositions come up in Unit 24.
- Aboriginal languages have a very different way of showing these sort of relationships between events and times or places. In these Mudburra sentences, the words for the places *Ijibada* (Longreach) and *wandarri* (camp/home) take a special ending *-ngka* that means 'at'.  

eg.	<i>kakuwi</i> fish 'There are fish at Longreach'	<i>kayini</i> be 	<i>Ijibada - ngka</i> Longreach - AT
	<i>ngayinama</i> my 'My camp is beside the road'	<i>ngurrama</i> camp be	<i>kayini</i> road - AT 
		<i>wandarri - ngka</i> road - AT	
- It is not clear how this feature of Aboriginal languages has influenced Aboriginal English but it may account for some of the differences between the use of prepositions in Aboriginal English and in Standard English

## Unit 23

### 'Me', Her', 'Him', 'Us', 'Them' And Other Object Pronouns

- Following on from Unit 19 and other earlier units, this unit focuses on pronouns again. These are words, like 'I', 'you', 'she',

'her', 'them' and others, that give us another way of talking about people and things without using their names all the time.

eg. 'I felt it hit me'

'Roger and Joe and I found Rita and Margaret and Pauline'  
*can also be said*  
 'We found them'

'Rita and Margaret and Pauline found Roger and Joe and me'  
*can also be said*  
 'They found us'

- Notice how we use one word to talk about the person, or people who are *doing* the action and a different one to talk about the person or people who are *affected by* the action.

In the first example above, I use 'I' to talk about myself when I am doing the action (feeling) but I use 'me' to talk about myself when I have something done to me - when something hits me.

In the second and third examples above, 'we' is used when the group is *doing* the action, but when the same group has the action *done to them* the word 'us' is used. The same thing applies to 'they' and 'them'.

- So far in this course all the pronouns we have looked at have been pronouns for people and things *doing* actions - the pronouns in the first column below. These are called *Subject* pronouns. This Unit is about some of the pronouns for people and things having something *done to them* - the pronouns in the second column below. These are called *Object* pronouns.

eg. Doing the Action Affected by the Action  
 (*Subject Pronouns*) (*Object Pronouns*)

I	Me
You	You
She	Her
He	Him
It	It
We	Us
They	Them

- As we saw in Unit 19 there are some important differences between the pronouns of Aboriginal languages and the pronouns of Standard English. Some of the features of pronouns of Aboriginal languages were transferred to Aboriginal English during its development. Not all these features will explained here - just be aware that there may be reasons why the kids use pronouns in Aboriginal English differently to the way they are used in Standard English.
- The main thing is to bring out the difference between pronouns that are used when we talk about someone or something *doing* an action and the pronouns we use when we talk about someone or something having something *done to them*.

## Unit 24

### Phrases Starting with 'in', 'on' and 'under'

- Unit 22 looked at the use of the word 'at' and how it relates an *event* to a *location*. or a *time*.
- | eg. | <u>Event</u>              | <u>Location / Time</u>   |
|-----|---------------------------|--------------------------|
|     | 'We had lunch             | at BP'                   |
|     | 'There is a party tonight | at Miss Raymond's place' |
|     | 'The bus is coming        | at 8.30'                 |
- This unit looks at three more words, 'in', 'on', and 'under', that work in a similar way, relating *events* to *places* and *times* (Like the word 'at', these words are also called *prepositions*).

eg.	<u>Event</u>	<u>Location / Time</u>
	'Fiona was doing her work	in the classroom'
	'Mark is getting the car fixed	in Darwin'
	'Jim-Jim put the ball	under the stairs'
	'Mr Thompson hit the ball	on the roof'
	'We're going to Tennant Creek	on Saturday'

## Unit 25

### Revision

## Unit 26

### 's' showing possession

- In Standard English one of the most common ways of showing that something belongs to someone is to put an 's' after the word referring to the person who owns the thing.

eg.      Jeffrey's dog  
           The woman's gun  
           The old man's car  
           The boy next door's bike

- This next point probably won't come into your lessons because they are about the spoken language and this concerns writing possessive phrases, but it might be useful background. The possessive 's' comes after the whole phrase that refers to the owner of the object.

eg.	Owner	Poss. 's'	Object
	[Jeffrey ]	's	dog
	[The woman]	's	gun
	[The old man]	's	car
	[The boy next door]	's	bike

In the last example sentence here, the bike doesn't belong to the door even though the 's' goes on the word 'door', but the bike belongs to 'the boy next door', so the 's' goes on the last word of that phrase, which is 'door'.

- A situation that you will need to be aware of for the oral program is, in Standard English, when a word takes a *plural* 's' you don't put another 's' on to show *possession*.. For example, when there is more than one dog sharing some water, or more than one kid that has done, say, one big drawing, we would say:

eg.      The dogs' water      *and not*      The dogs's water  
           The kids' drawing      *and not*      The kids's drawing

When you *write* a word with a plural 's', you put the apostrophe *after* the 's' instead of before it. You don't add an 's' to make it plural then another 's' to show possession. As this course is mainly concerned with *spoken* or *oral* forms you only need to teach that the plural form will sometimes *sound* the same as the singular.

eg.	<u>Singular</u>	<u>Plural</u>
	The dog's water	The dogs' water
	The kid's drawing	The kids' drawing
	The tree's leaves	The trees' leaves

- With words like 'man' and 'children' and 'sheep' the plural form isn't regular, and doesn't take a plural 's'. In these cases it will take a *possessive 's'*.

eg.	<u>Singular</u>	<u>Plural</u>
	The man's car	The men's car
	The child's bike	The children's bike
	The sheep's paddock	The sheep's paddock

## Unit 27

### Possessive Pronouns: 'my', 'your', 'his', 'her'

- This unit follows on from Unit 26, which is about adding an 's' to show possession. This unit focuses on possessive *pronouns*, such as 'my' and 'your', 'her' and 'his'.
- Pronouns, as we have seen in Units 19 and 23 are words like 'I' and 'you', 'it' and 'them' that we use to refer to things and people instead of using their full name every time we mention them.
- Pronouns have a lot of different forms. We saw in Unit 23 that there is one set of pronouns that is used in Standard English when we talk about people *doing* an action and another set when we talk about people who are being *affected by* an action.

In this unit we focus on some of the pronouns we use when we want to show that someone or something *owns* something. These are called *possessive* pronouns.

- eg. Doing the Action    Affected by Action    Owning Something  
(*Subject Pronouns*    *Object Pronouns*    *Possessive Pronouns*)

I	Me	My
You	You	Your
She	Her	Her
He	Him	His
It	It	Its
We	Us	Our
They	Them	Their

This unit focuses on four possessive pronouns: 'my', 'your', 'her' and 'his'.

- eg. 'This is *my* little sister'  
'*Your* story is beautifully written'  
'She made *her* dress last week'  
'When will *his* leg be out of plaster?'

## Unit 28 Use Of The Word 'Have'

- The word 'have' and related words, like 'has' and 'had' is an important and common word.
- There are three common uses of the words 'have'. They are quite different so teach them separately.
  1. 'They *have* three bush turkeys' (Possessing something)
  2. 'He *has* to come to the meeting' (Same meaning as 'must')
  3. 'The boys *have* painted the houses' (A finished action)

## Unit 29 Some More Irregular Forms Of Words In The Past Tense

- In Unit 7 we looked at words that have the common or 'regular' -*ed* ending when they are used in the Past Tense (eg. cook - *ed*). In Unit 9 we looked at some words that do *not* have this regular ending (eg. eat/ate): these are called 'irregular' forms. In this unit we look at four more words that have irregular forms in the Past Tense. These words are:

ran	went
came	hit

- eg. 'Jamie ran to school through the rain'  
'We came home late from Longreach last Friday'  
'Mick went to Tennant Creek for football'  
'Alan Border hit a six off the last ball'



- Don't introduce them with the word 'have' (Unit 28) as this involves different forms of these words.

eg. 'I have run too far' 'She has gone away'  
'I have come to see you' 'He has hit the ball'

Don't worry though if the kids introduce it - accept their contributions and come back to the simple Past forms that this unit is focussing on.

- As we saw in Unit 7, in Aboriginal English the Past Tense is usually shown by the word 'bin' used with a Present Tense form of a word. 'Bin' comes from the English word 'been'.

eg. *I bin buy-in that meat this morning*  
'I bought that meat this morning'

*He bin walk home after school*  
'He walked home after school'

## Unit 30 Revision

## Unit 31 Use of 'not'

- Being able to say that something is *not* the case is a very important function in languages. It is called forming a *negative* sentence.

eg. 'I'm going out tonight' 'I'm *not* going out tonight'

Of course we can make negative sentences about things in the past and in the future too. In this case Standard English uses the phrases 'did not' or the abbreviated form, 'didn't', for the Past Tense, and 'will not' or the abbreviated form, 'won't', for the Future Tense.

eg. 'I went out last night' 'I didn't go out last night'  
'I will go out tomorrow night' 'I won't go out tomorrow night'

### Unit 32

#### 'Can you..'

- Forming questions is done in a particular way in each language. Unit 21 looked at making questions starting with 'is' and 'are'. This unit looks at how this is done using 'can' in Standard English.
- In Standard English 'can' is used to mean two different things. Give practice in both these kinds of sentences.
  1. 'Can you take the kids home please.' (Asking someone *to do* something)
  2. 'Can you drive the school bus?' (Asking if someone *knows how to* do something)

### Unit 33

#### Use Of 'Don't'

- 'Don't' is another word, along with 'not' (Unit 31), that is used in Standard English to form negative sentences. 'Don't' is an abbreviated form of the phrase 'do not'. It is the same word as 'doesn't': which form of the word is used just depends on who is being spoken about.

eg.	'I <i>don't</i> feel well'	'We <i>don't</i> feel well'
	'You <i>don't</i> feel well'	'They <i>don't</i> feel well'
	'She <i>doesn't</i> feel well'	
- A good way to practice the use of 'don't' is to contrast it with sentences where it is not present.

eg.	'I want to go to Tennant Creek'
	'I don't want to go to Newcastle Waters'
eg.	'She likes mangoes'
	'She doesn't like paw-paws'
- 'Don't' is also used in telling people strongly to do something.

eg.	'Don't drive that car around like that!'
	'Don't let that kid play near the fire!'

## Unit 34

### Some More Irregular Forms Of Words In The Past Tense

- In Unit 7 we looked at words that have the common or 'regular' -ed ending when they are used in the Past Tense (eg. cook - ed). In Units 9 and 29 we looked at some words that do not have this regular ending (eg. eat/ate): these are called 'irregular' forms. In this unit we look at four more words that have irregular forms in the simple Past Tense.

These words are:

spoke	held
told	saw

- As we saw in Unit 29 it is better not to introduce these words in the Past Tense with the word 'have' (Unit 28) as this involves different forms of the words we are looking at in this unit.

eg. 'I *have spoken* to you twice already'  
'I *have seen* the new car'

Don't worry though if the kids introduce it - accept their contributions and come back to the simple Past forms that this unit is focussing on.

- We also saw before, in Unit 7, that in Aboriginal English the Past Tense is usually shown by the word 'bin' used with a Present Tense form of a word. 'Bin' comes from the English word 'been'.

eg. *I bin buy-im that meat this morning*  
'I bought that meat this morning'

*He bin walk home after school*  
'He walked home after school'

## Unit 35

### Revision

## Example Lesson Plans

Below is a few ideas for how you might teach some of the grammar points. There are more ideas in the handout from the Standard English workshop.

### Unit 1: 'I am/I'm'

- Get the children to introduce themselves, sitting in a circle or as they come into the classroom, or as they leave it.
- Invite the children to say one thing about themselves

### Unit 2: Use of 'a' and 'the'

#### *Example Lesson One*

- Teacher makes flash cards of 10 common objects
- In class the teacher holds up any 2 cards and chooses one of the children to make up a single sentence that has both the objects in it.
- If the child doesn't use 'the' and 'a', the teacher repeats the sentence using 'the' and 'a'.

#### *Example Lesson Two*

- This game may mean using the words 'a', 'the', 'an' and 'some'. While these are taught in different units in this course (Units 2 & 16) it would be natural to teach them together in this game.
- This is a word and memory game called 'Shopping'
- The teacher and the children sit in a circle.
- The teacher starts, saying, "I went shopping and I bought a (teacher thinks of something here)."
- The child next to the teacher then repeats exactly what the teacher has said, including the teacher's shopping item, then adds their own item.
- The next child repeats exactly what the child before them has said then also adds their own item, making the list longer.
- This is continued until the list gets too long for the children to remember.
- The children will probably need to use the Standard English words 'a' and 'the' and perhaps 'an' and 'some' as they mention their items. If they don't come up with the right Standard English phrases, the teacher simply repeats the shopping list using those words.

## Unit 4: Use of 'she', 'he' and 'it'

- Divide the class in half and have one half answer questions about the other half. Later they swap roles.
  - Point to different children asking "What is she/he wearing?"
  - Ask for response in form: "She/he is wearing a ..."
  - Children move around the room to music, freezing when the music stops.
- Teacher asks, "Where is (name)?"
- Ask for response in form, "She/he is ..."
- Introduce use of 'it' by asking questions about things around the class-room, or animals in pictures or outside.